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ОСОБЛИВОСТІ САМОРЕГУЛЯЦІЇ СТУДЕНТІВ АГРАРНИХ ВНЗ FEATURES OF SELF-REGULATION OF STUDENTS AGRARIAN HIGHER EDUCATIONAL ESTABLISHMENT

У статті представлено результати емпіричного дослідження особливостей саморегуляції студентів аграрних ВНЗ. Виявлено рівні сформованості функціональних ланок саморегуляції студентів. Було встановлено, що особливої уваги і компенсації потребують функціонально слабкі ланки саморегуляції такі, як моделювання, програмування, самостійність. Визначено профілі розвиненості регуляторних процесів студентів та слабкі ланки в них, виявлено домінуючі рівні загальної саморегуляції за кожним профілем, представлено якісну характеристику одержаних даних, окреслено компенсаторні можливості за профілями розвиненості регуляторних процесів.

Ключові слова: саморегуляція, програмування, планування, моделювання, гнучкість, самостійність, оцінка результатів.

Statement of the problem in general. The problem of self-regulation of the behaviour is now one of the most actual as the character of the behaviour of a person is closely connected with the peculiarities of self-regulation. According to O. Asmolov, the psychology of self-regulation reflects the problem of personality which alters in the changeable world [1, p. 282]. The success of both educative and professional activity is mainly determined by the level of awareness of self-regulation, i.e. by such skills which will help a person organize a process of

activity fulfillment and its management. The self-regulation system itself fulfills the regulatory function as to the actions of a person, his/her psychological processes, states, which are included into the process of activity fulfillment. As V. Morosanova states the success of certain kind of activity mastering depends on the ability of the subject to form the style of self-regulation which will be characterized by high development of integral system of self-regulation and close interconnection of regulatory processes, which carry it out. With the availability of distinctive individual specifics in the profile of self-regulation and its non-coincidence with the regulatory specifics of activity, its successfulness will mainly depend on the desire and possibility of the subject to form such style of self-regulation in which insufficient development of certain regulatory processes will be overcome [2].

Modern conditions of self-regulation are based on the imagination about a person as a subject of activity, where the notion “subject” is considered as accentuated active, changing-creative beginning, which is realized by the person in the activity. In the category “subject” such important for self-regulation qualities as independence, internal determination, regulation of the activity are singled out. Self-regulation of a personality is determined by the following factors: environment, cultural-historical peculiarities of the society, national, religious, professional belonging, etc. That is why the problem of self-regulation of personality is integrated with the problem of psychological readiness of the subject to the activity, i.e. his capability to analyze and evaluate of the available conditions to determine the most probable ways of acting, to foresee the motivating, willing, and intellectual efforts. Thus, the research of self-regulation of students of agricultural higher institutions in the context of their psychological readiness to professional activity seems us timely nowadays.

The analysis of the latest research and publications shows that considerable contribution to the development of the problem of self-regulation was made by the representatives of the age and pedagogical psychology. Depending on the purposes of the scientists the attention is concentrated on such kinds of self-regulation as:

style (E. Konoz, V. Morosanova, R. Sagiev), will (V. Ivannikov, V. Kalin, V. Kotrylo, V. Selivanov), emotional (I. Brynza, Ya. Reikovsky, O. Sannikova, O. Chebykin, O. Chernikova), moral (M. Boryshevsky, B. Bratus, T. Kyrychenko, P. Yakobson), motivation (O. Ksenofontova, V. Stepansky, A. Faizullaev), personal (K. Abulkhanova-Slavskaya, L. Obran-Lembrik, I. Chesnokova), intellectual (V. Molyako, O. Tyhomyrov), valuable-sense self-regulation (L. Dolynska, I. Kon, V. Semenov, V. Yadov).

Scientific research of regulatory sphere of the personality is considered: through wishes, motives, strives, needs, inducements, i.e. through those factors which are considered to be the reasons of activity (D. Uznadze, L. Bozhovych, S. Rubishtein, L. Antsiferova, B. Ananiev, O. Leontiev, P. Symonov and others); through realized independent choice of purposes, motives, personal actions without external compulsion (L. Vygotsky, V. Frankl, A. Bandura, R. Mey, E. Fromm, A. Maslow, K. Rogers, V. Vilyunas, O. Konopkin and others); from the position of its managing, executive, controlling function as to fulfillment of arbitrary activity (S. Rubinshtein, O. Konopkin, V. Morosanova, V. Selivanov); from the position of free self-control as aware self-subjunctive influence on free activity, which contains self-determination, self-control, self-mobilization, self-stimulation (G. Nikiforov, E. Il'in, V. Ivannikov, V. Selivanov).

The purpose of the article is to determine the levels of formation of functional links of self-regulation in the students of agricultural higher institution, to determine weak links in profiles of development of regulatory processes, to line out their compensatory opportunities.

The presentation of the main material. In accordance with the set purpose for determination of the levels of formation of functional links of self-regulation and determination of the profiles of development of regulatory processes of the students the methodology of V. Morosanova "The Style of Self-Regulation of the Behavior – 98" was used (SSB-98). The questionnaire of SSB-98 works as a single scale of "The General Level of Self-Regulation" and is comprised of 46 affirmations which are included to the composition of six scales which are

distinguished in accordance with the main regulatory processes and regulatory-personal characteristics:

- planning of activity purposes, which characterizes individual peculiarities of setting purposes from the point of view of awareness and autonomy of the activity purposes setting process, their effect, feasibility, durability, detailing;
- modeling of significant conditions – it reflects development of ideas about the system of external and internal significant conditions for achieving of the goals, the degree of their awareness, detailing and adequacy;
- programming of the actions – it consists of awareness of construction by subject of the ways and consequence of personal actions for achieving of the set goals;
- the assessment and correction of the results is adequacy, autonomy of assessment by the person of himself/herself and the results of his/her activity and behaviour, durability of subjective criteria of assessment of success of goal achieving results;
- flexibility reflects the level of formation of regulatory flexibility, i.e. the ability to reorganize, to correct the system of self-regulation with the change of external and internal conditions;
- independence characterizes development of regulatory autonomy.

At the research took part 95 students of agricultural faculty of Vinnitsa National Agricultural University aged 17-19, 45 of which are girls, 50 – boys. The results of the research are presented in Table 1.

Table 1.

Scale	Low level, %	Middle level, %	High level, %
Planning	9,4	48	42,6
Modeling	21,4	50,6	28
Programming	14,7	69,3	16
Assessment and correction of the results	9,4	70,6	20
Flexibility	10,7	52	37,3
Independence	25,3	38,7	36

The General Level of Self-Regulation	10,6	62,7	26,7
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During the research we obtained the data which allow us to state that the scales with low indicators which are weak links of self-regulation of students need a special attention and compensation. They are modeling, programming, independence, which will be displayed in: inadequate assessment of significant internal conditions and external circumstances, which are incarnated in fantasizing, which can be accompanied by sudden changes in attitude to the development of the situation and consequences of personal actions; difficulties as to determination of the goal and programme of the actions, which are adequate to this situation; absence of skills and desires of a person to think about the consequence of personal actions and preference to impulsive actions; inadequacy of the obtained results to the purposes of the activity; ignoring of the necessity of changes in the programme of actions; dependency on the thoughts and assessments of the surrounding, non-critical attitude to the advice of others, non-independent elaboration of plans and programmes of actions, occurring of regulatory errors at the absence of assistance from outside.

As a result of the conducted research the typical profiles of regulatory processes development of the students were determined. Let's consider them more closely. Typical profile # 1 is characterized by high level of development of processes of planning of purposes and programming of the actions in comparison with modeling of the conditions of achievement of purposes and assessment of results. Profile # 1 was found in 9,7% of students, where general level of self-regulation corresponds to average. This profile is accentuated and most frequently can be met in people with highly expressed personal anxiety, with the tendency to the accentuating of the character of adynamic or emotional-agitation type. While communicating it is difficult for such people to control personal emotions, they are easily upset if something goes wrong and not as it was foreseen. They react sharply to the demands of those surrounding them, they are dependant on external

conditions, and they expect others to participate in their fate. The instability of moods can lead to impulsive behaviour. There is developed planning of personal life perspective, however there can be observed difficulties with determining of main goals. At creating of life plans they orient at others.

The students who took part in the research displayed average level of general self-regulation with this profile. For them characteristic is striving to planning, to selection of ways and sequence of actions. However, as a result of weak development of modeling a great importance is devoted to details and trifles, which is why they lose the most important. They are inclined to be fixed on personal mistakes. High sensibility to personal failures, excessive self-criticism, and instability of self-control are characteristic for them. The internal conditions of accomplishing of the activity such as the way one feels, personal opportunities, the degree of readiness are often assessed inadequately. This can be displayed in uncertainty in own forces and abilities, they are inclined to make the situation either more complicated or more simplified than in reality. A frequent change of moods is observed. Such people think about their future, easily set goals, though they may not reach them as they avoid obstacles, difficulties, they lack persistency and patience. They are distinguished by dependency on external and internal conditions and lack of confidence. At making a decision support and advice of others are important for them. While choosing the personal line of behaviour they do not tend to display initiative. They control themselves badly in hard life conditions. They experience difficulties with adaptation to new people and situations which can be an obstacle to self-realization. They have anxious attitude to the future. The goals they set are sooner dreams. They are more based on feelings and emotions. Their actions are influenced by assessing judgements of other people. Thus, students with the typical profile #1 allow compensating the lack of development of modeling and assessment of results by the development of processes of planning and programming. The underdevelopment of modeling also can be compensated on the cost of higher general level of self-regulation. With this

purpose it is important to recommend the students to keep a diary as to planning of their affairs, current affairs, independent control and evaluation of the results.

Typical Profile # 2 is characterized by high level of development of processes of modeling and assessment of results and low formation of planning and programming. From the point of view of self-regulation this type is considered to be productive, however it can be either accentuated or harmonious at general increase of the level of self-regulation. Profile # 2 was found in 9,7% of students, the general level of self-regulation mainly corresponds to average. For the students with this profile low awareness and stability of goals of the activity, uncertainty as to the plans are characteristic which lead to the difficulties with self-organization are characteristic. The preference is given to surface and non-structured forms of goals setting. The development of modeling is displayed in operative assessment of essential conditions of activity fulfillment which allows taking actions corresponding to the situation. Such students are able to build relations with those surrounding them. In communication they are characterized by natural behaviour, sensitivity, compliance, readiness to cooperation, patience. They are distinguished by steadiness and caution. The plans for the future are not concretized hereby general purposes such as work, family, and friends are dominated, however the ways of their achieving are not concretized. For the representatives of Typical Profile # 2 flexible behaviour is characteristic, for example at switching from one task to the other they display good adaptation, and weak emotional reaction to failures. At unfavorable conditions they can display lack of resistance, unjustified haste at making decisions. Thus, the development of modeling allows compensating the lack of development of programming, and the planning is the weakest link of self-regulation in the students with typical profile #2. The lack of development of planning and programming can be compensated at the expense of increasing of general level of self-regulation.

Typical Profile # 3 is characterized by high level of development of the processes of modeling and programming and a low level of development of planning and assessment of the results. This type can be both accentuated and

harmonious at increasing of general level of self-regulation. Profile # 3 was found in 1,4% of the students, the general level of self-regulation corresponds to average. The development of modeling allows quick including into the situation, evaluation of requirements which appear and determining the steps to be taken. Such students notice difficulties timely and try to cope with them, they evaluate the situation realistically and they try to manage it. Their behaviour is directed to searching of external support. They solve life problems at the time when they arise. They tend to change the way of life and mode of occupation sharply. The life strategy is characterized by uncertainty of goals and has a contradictory nature. As a result of this they are fond of different, sometimes contrary, ideas. They do not take responsibility for personal choice and taken decisions. At communication they are oriented to social approval. Thus, for the students with typical profile #3 the development of modeling allows compensating the lack of development of planning, the lack of development of which can be balanced at the expense of increase of general level of self-regulation.

Typical Profile #4 is characterized by high level of development of the processes of modeling, programming and evaluation of the results and low level of development of planning. Profile #4 was found in 15,3% of students, general level of self-regulation mostly corresponds to average and high. The representatives of the latter group do not consider as necessary to plan their activity beforehand. They are distinguished by being aware of their purposes however we observe fragmentarity and instability of plans. At this the development of regulatory flexibility allows them to be sensitive to everything new which contributes to good social adaptation. High level of modeling helps evaluate the situation quickly, to determine the goal of the activity, to construct operatively the programme of actions adequate to the situation. The high level of development according to the scale of the assessment of the results helps compare and evaluate of intermediate and final results, to determine correctly the degree of their inconsistency with the purpose of activity, to determine the reasons, to reconstruct rapidly the programme of actions and to introduce corrections. The students with this profile type of self-

regulation realistically evaluate personal opportunities and forecast the results, they foresee well the actions and deeds of other people, and they know how to diversify the obligations in mutual activity. They strive to communication with the people of the same age; however they give preference to personal interests in relationship with other people. Directness, sociability, tendency to superficial communication and optimistic attitude to the future are typical for them. In the prospective they expect success and material prosperity. They put forward big quantity of life goals and think through the ways of their achievement.

The students with typical profile # 4 (average level of self-regulation) do not think much about their future and live for the moment. Life planning is superficial and little realistic. Low organization is characteristic for them. They tend to break agreements and terms of fulfillment of obligations. They cannot organize their time and work, they do not finish the started affair; they often do not keep their promises. Their actions and deeds are determined by the conditions of the situation, which are displayed in insufficient succession and impulsive behaviour. They want changes and resist to monotony, that is why they are capable to introduce something new into activity and they strive to implement it in new ways. They take life easy, they are restless and active. Thus, planning is the weakest link of self-regulation of the students with typical profile # 4. The lack of its development can be compensated in the expense of high level of programming.

Typical profile # 5 is characterized by high level of development of the processes of modeling; development of other components of self-regulation is on the average level. For this profile a high level of independence and flexibility is characteristic. Profile #5 was found in 16,7% of students, the general level of self-regulation mostly corresponds to average and high. The students with this profile of self-regulation are distinguished by accuracy of activity goals setting, thorough planning, determining of concrete terms, their fulfillment and organization. Energy, fast switching from one kind of activity to another are characteristic for them. High level of development of flexibility allows being sensible to everything new, it contributes to a good social adaptation. High level of development of

modeling allows evaluating the situation correctly, choosing the ways of achieving a goal quickly. Such students evaluate personal possibilities adequately. In their communication striving to independence and leadership dominates, at this they are pleasant and trustful. Life perspectives concern all life spheres (personal, professional, material). They display clear awareness of necessity of self-perfection. Thus, for the students with typical profile # 5 modeling allows compensating the lack of development of planning and programming.

Typical profiles of self-regulation #6 and #7 are characterized by a high level of development of actions planning and high level of goals planning (for Profile # 7 – average level) with a relatively low level of modeling of the conditions of achieving purposes and average level of results assessment. High indicators of independence and low of flexibility are characteristic for these typical profiles of self-regulation. Typical profile # 6 displays most vividly specific peculiarities of self-regulation organization of introverts. Profile # 6 was found in 26,4%, # 7 – in 20,8% of students. The general level of self-regulation corresponds to average and high. The students with these typical profiles think thoroughly of personal actions and about their succession. They have a great need in life planning, in clear understanding of goals of activity and plans, their hierarchy; as a rule they don't tend to change their decisions made. The programme of actions is elaborated by them in detail before beginning of work. At realization of personal programmes they display persistence, readiness to durable mobilization of efforts for achieving of the goal, they fulfill their work well. At this as a result of low level of development of modeling, in the programme of actions the important conditions for successful activity are not always correctly displayed. Besides, the representatives of the above profiles are distinguished by low level of development of flexibility. That is why the students need more time to get included into work. The average level of development of assessment of the results contributes to formation of adequate criteria of successfulness, which allows timely and objectively evaluate the non-agreement of intermediate results with the purpose of activity and it allows their correcting. The representatives of typical profiles of

self-regulation #6 and #7 plan thoroughly their actions. They give preference to sticking to rules and order. They know how to control their behaviour and emotions. They keep to friendly and even relations in communication, they appreciate security and protection, and they are well-balanced. Thus, the development of the link of planning allows compensating the lack of development of modeling. For harmonization of general level of self-regulation it is worth developing of the links of planning and programming.

Conclusion. As a result of the conducted research it was determined the peculiarities and levels of formation of self-regulation of the students of agricultural higher institutions. It was determined that a special attention and compensation is required by functionally weak links of self-regulation such as modeling, programming, and independence. The profiles of development of regulatory processes of the students and their weak links were determined. It was determined the dominant levels of self-regulation for each profile. The qualitative characteristic of the obtained data was presented. Compensatory possibilities according to the profiles of development of regulatory processes were outlined.

We consider that individual peculiarities of behaviour and activity of the subject are determined by the level of development of self-regulation on formation of which the psychological preparation of the students influences significantly. Thus, self-regulation should be regarded in the context of actualization of self-consciousness of a personality, his/her motivation-values, cognitive and affective spheres.

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